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ABSTRACT

This report describes a program for increasing student ownership and responsibility to bring about quality work. The students were actively involved in the collaborative assessment process. The targeted population consisted of first and second grade students in a middle class community in Central Illinois. An increased sense of ownership, responsibility for quality work, and involvement in the assessment process were documented through self-reflective journals, teacher observations, portfolios, student-involved conferences, and establishing rubrics. Analysis of probable cause data revealed that the students lacked a sense of ownership, were not self-directed, lacked the ability to self-reflect, and exhibited low expectations of themselves. It was also noted that students were excluded from the conferencing process, from the portfolio selection process, and from the criteria setting process. After reviewing outside knowledgeable sources and applying the problems in the targeted school, the following interventions were selected: (1) a series of self- reflective activities that foster metacognitive thinking; (2) a progressive series of activities designed to develop the skills necessary for student involvement during the conferencing period; (3) classroom time set aside to involve students in the creation of criteria and the selection of portfolio items; and (4) modeling of quality work to increase student self-direction and responsibility. Postintervention data indicated an increase in student awareness of the collaborative assessment process. Many students assumed a more active role in the learning process. This growth was demonstrated by students' willingness to accept responsibility and ownership in the classroom. Nineteen appendixes contain checklists and sample forms from the project. (Contains 12 figures and 64 references.) (Author/SLD)

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ED 424 284

Increasing Student Ownership and Responsibility Through the Collaborative Assessment Process

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Abstract

This report describes a program for increasing student ownership and responsibility in order to attain quality work. The students were actively involved in the collaborative assessment process. The targeted population consisted of first and second grade students in a middle class community located in Central Illinois. An increased sense of ownership, responsibility for quality work and involvement in the assessment process were documented through self reflective journals, teacher observations, portfolios, student involved conferences, and establishing rubrics.

Analysis of probable cause data revealed that students lacked a sense of ownership, were not self directed, lacked the ability to self reflect, and exhibited low expectations of themselves. It was also noted that the students were excluded from the conferencing process, from the portfolio selection process, and from the criteria setting process.

After reviewing outside knowledgeable sources, and applying the problems inherent in the targeted school, the following interventions were selected: a series of self reflective activities that foster metacognitive thinking , a progressive series of activities designed to develop the skills necessary for student involvement during the conferencing period, classroom time set aside to involve students in the creation of criteria and the selection of portfolio items, and modeling of quality work to increase student self direction and responsibility.

Post-intervention data indicated an increase in student awareness of the collaborative assessment process. Many students assumed a more active role in the learning process. This growth was demonstrated by the students willingness to accept responsibility and ownership within the classroom.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted elementary school are not actively involved in the collaborative assessment process. They lack a sense of ownership and show little responsibility for the quality of their work. The following indicates evidence that the problem exists:

1. Children demand that the teacher be responsible for the assessment process rather than being self directed and accepting ownership.
2. Children have difficulty realistically reflecting upon the strengths and weaknesses of their work.
3. Children display a lack of pride in daily work and projects. The children need to develop skills necessary to increase the quality of their work and to raise the expectations of themselves.
4. Teachers often exclude children from the portfolio selection process. Children should be involved developing the criteria needed to self-select portfolio samples.
5. Teachers often exclude children from the conferencing process. Children should be actively involved in communicating and reflecting upon their progress.

6. Due to lack of communication between school and home, parents lack a true understanding of the authentic assessment process. Parents need to assume an active and responsive role in their child's academic growth.

Documentation of the problem will be established by using parent and student surveys, reflective journals and logs, portfolio samples, and teacher observations. The teachers will also be completing a weekly reflective journal.

Immediate Problem Context

The research site is a diverse, creative, evolving, primary learning environment engaging children, parents, and community members in their personal quest for a life of learning; through affirmation of involvement, support for innovation, aggressive communication and a celebration of learning. Some of the things that make the school unique are effective collaboration and shared decision making within the school and community, an environment where technology and teaching are combined to enhance the learning environment, a range of classroom environments that appreciate a variety of teaching and learning styles. The parents and teachers at the targeted school believe that the role of the school is to empower children and families to assume responsibility for their learning (School Strategic Plan, 1995-1997).

This study will be conducted in a pre-kindergarten to third grade facility. The classrooms involved are two first grades and one second-third grade classroom. The first grade classrooms are involved in a team teaching situation. There are three teachers with 60-70 children. Two of the three teachers are involved in the action research project. The students are engaged in language arts activities throughout the morning. The students work in three groups and rotate to three different areas of instruction. A different teacher teaches each area. The teachers rotate

these responsibilities every six weeks. In the afternoons, the teachers are each responsible for their own set of students. The afternoon is dedicated to math instruction. The third classroom is a second and third grade multiage classroom. This classroom is team taught by two teachers. Teachers are responsible for their own class list. One of the two teachers is involved in the action research project. During the mornings the teachers provide reading instruction to their class. During the afternoon the class is combined for center activities. These activities are integrated and theme based.

The site was built in 1976 and houses 400 students. The average class size is 23 students. The building is carpeted and air-conditioned. The racial/ethnic background of the school is 99.1% Caucasian, 0.5% Hispanic, 0.2% Asian/Pacific Islander, and 0.2% Native American. The attendance rate is 95.6% with a student mobility rate of 16.9%. Thirty-eight point three percent of the students are from low-income families receiving public aid (School Report Card, 1996).

In addition to the principal, there are 26 certified staff members. Eighteen are regular classroom teachers. Of these, eleven teachers are in team teaching situations; six teachers work in a multiage environment. One special education teacher services five classrooms in an inclusion setting. There is one self-contained special education teacher. The Learning Center is staffed with one certified teacher. There is one teacher for music and one for physical education. Both music and physical education are scheduled for 30 minutes twice a week. There is one full-time Speech-Language Pathologist and there are three full-time Reading Recovery -Chapter 1 teachers. Support personnel constitute the balance of the staff. They include a counselor, a social worker, a nurse, a special education learning consultant, an occupational therapist, a psychologist, and a teacher for gifted students. These faculty members

serve all of the school district and come to the research site on a rotational basis. One Head Start class is housed in the facility (District Directory, 1996-1997).

Other non-certified full and part time staff include a school secretary, four educational assistants, a health clerk, a latchkey supervisor, and one custodian. There are five part-time staff members who supervise the cafeteria and school grounds.

District Level

This elementary district consists of six primary, two intermediate and two junior high schools. The primary buildings are comprised of grades pre-k, kindergarten, one, two and three. The intermediate buildings are comprised of grades four, five, and six. The junior high buildings consist of grades seven and eight.

The district has provided for children with special needs by creating self-contained classrooms, furnishing inclusion classrooms and providing sites that are handicapped accessible. These services are under the supervision of the district special education office and its administrators.

The administrative structure of the school district is divided into a Central Office and the building administrators. The structure of the central office is: the superintendent, assistant superintendent, director of human resources, director of finance and operations. The district employs 10 building principals. Each intermediate and an administrative intern also assists each junior high building.

As cited in the 1996 School Report Card, the characteristics of the student body were as follows: 98.6% were white, 0.6% were Asian/Pacific Islander, 0.4% were Mexican American, 0.3% were Black and 0.1% were Native American. The total student enrollment was 4, 150.

The demographics include a heterogeneous mix of upper middle class, middles class, working class, and low-income families. Low-income students are from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced lunch. The total number of students classified as low income was 39.2%.

The attendance rate for the district was 95.2%, with student mobility at 13.1%. Student mobility rate was based on the number of students who enroll in or leave a school during the school year. Students may be counted more than once. The chronic truancy rate was 0.4%. The average class size as reported in the School Report Card was: kindergarten 23.2, first grade 22.3, third grade 22.6, sixth grade 24.8, and eighth grade 25.4.

There are 255 certified teachers who have an average of 16.3 years experience; 33% have a master's degree or above. The faculty consists of 85.1% female and 14.9% male; the faculty is entirely Caucasian. The average salary for a teacher in the district is $34,196. The average administrative salary is $60,768. Operating expenditure per pupil is $4,400, with a district total expenditure fund of $20,396,701.

On October 2, 1996, as cited in The Dirksen Congressional Centennial Report, The United States Department of Education awarded a $3.5 million Technology Challenge Grant to the district. The five-year grant, "Learning Community 2000," is a project that combines civics instruction with a high level of community-wide, online discourse about local, state, and national issues. Our schools have long enjoyed the use of technology in teaching and learning. Now with our partners, we are able to go beyond the walls of the school and the clock of the day to involve learners of all ages. Our schools will become community centers. We believe that "Learning Community 2000"

will have profound implications for how our society resolves the issues of today and chooses the leaders of tomorrow.

We are a visionary, innovative, elementary district committed to preparing life-long learners who will be self-sufficient, motivated, productive citizens for the twenty-first century by fostering collaborative relationships among students, staff, families and community members to provide an educational program which realizes each student's full potential (Cited from the District Mission Statement).

The Community

The targeted school district serves an agricultural and industrial area, nestled on the Illinois River seventy miles south of the population center of the state. One-fifth of all Americans residents lives within 250 miles of the metropolitan statistical area of which the district is a part (*Peoria Journal Star* Market Report, 1994). The community itself has a population of approximately 33,000 according to the 1995 Census Report. Of that number, 98.2% are Caucasian, 0.44% are Hispanic, 0.17% are Asian/Pacific Islander and 0.16% are African-American (The 1990 School District Data Book).

The median family income is $31,533, with a per capita income of $12,246. Poverty is of concern to community residents because 7.4% of the population earns less than $5,000 per year; 11% earn $5,001 - $9,999; and 12.2% earn $10,000 - $14,999 (1992 Census Report). Approximately 12% of the working population is employed by a major industrial conglomerate, and another 15% work in outsourcing or supplying that manufacturer. A long history of labor disputes between the company and its unions is a continuing source of concern. Local downsizing heightens economic anxiety. Other major local employers are a nationally known insurance company, an electrical energy

company, the federal prison, the local hospital and the school districts themselves (Charles H. Renner, Executive Director, Chamber of Commerce, personal communication, May 31, 1997).

Median age of residents is 34.7 years. Seventy-five point seven percent of the residents have a high school diploma. Ten point five percent have a bachelors degree or more. The average assessed home valuation is $15,000. In 1996, the average sale price of a home was $67,000. In this community, 60% of the residents are homeowners.

Educational institutions within the community include six primary (K-3) buildings, two intermediate (4-6) buildings, two junior high (7-8) buildings, three elementary parochial buildings and one facility for special need students. Currently the high school consists of two campuses. The East Campus houses juniors and seniors with the West Campus housing freshmen and sophomores.

Community resources add depth to the educational opportunities in the district. A congressional research center provides hands-on government experiences to all community members, including programs specifically directed toward students. Since the high school's east campus is adjacent to an extensive park; the two bodies often share such facilities as an ice-skating arena, soccer, baseball and softball fields and tennis courts.

Community support goes well beyond shared facilities. Both school districts are bolstered by active volunteers in classrooms, booster clubs, and extracurricular activities. Local businesses are generous with their services and products as well as monetary contributions to student incentive programs. Most notably, in 1995, the community

narrowly approved a $16.2 million referendum to fund construction necessary to unify both high school campuses on one site. Construction has already begun and is expected to be completed for occupancy by the 1998-1999 school year.

National Context of the Problem

America's education system needs to do a better job of preparing our students to meet the needs of the nation's future. T. H. Bell, President Reagan's Secretary of Education, examined the quality of education in the United States in a report by the National Commission Excellence in Education, 1983. The report described the effects of "the rising tide of mediocrity" that was overtaking United States education:

> Our Nation is at risk. . . . .Our once unchallenged preeminence in commerce, industry, science and technological innovation is being overtaken by competitors throughout the world . . . . We report to the American people that while we take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people (Gardner, 1983 as cited by Dryden, and Vos, 1994, p 4).

After twenty years of an unsuccessful struggle, evidence has been compiled that the traditional system has taken schools as far as possible. Until the late 1970's, politicians were satisfied with the school system. There is now a new awareness that students' performance is inadequate. This awareness has led to the present demand to improve schools. The system needs to change from bossing to leading if the nation is to be economically competitive in the 1990's. Educators will change their ways of thinking and take new approaches to the challenges before us.

In the 1990's, assessment has emerged as one of the major components

undergoing change. Across the country, traditional means of evaluation are being replaced by more authentic types of assessment. Student growth and development are being assessed by portfolio collections, student-led conferences, narrative summaries, observation checklists, and performance-based tasks. This type of assessment allows for collaboration among students, teachers, and parents. Many school districts have chosen to eliminate traditional letter grades at the primary level (Burke, 1994).

According to Stiggins, the importance of professional development in the area of assessment is currently receiving national attention. At the present time, only four states require future teachers to take courses on evaluation. Significant resources need to be allocated. The National Council on Measurement in Education (NCME) has joined with the AFT and the NEA to identify and endorse a complete set of classroom assessment competencies for teachers (Stiggins, 1995).

Businesses and corporations across the nation are taking an active, vocal role in shaping educational standards. Trends in management are away from power seeking and toward empowering others and no longer controlling its employees but enabling them to be creative. According to the 1990 Motorola Workplace Study, the 1980's was the decade of improvement in the quality of products and services and the 1990's is the decade of improvement in the quality of people. This study also determined the 3 R's of the 21st century would be Resource Manager, Relay Information, and Relating. Each of these skills will require students to use and analyze information, communicate effectively with others, and form meaningful and working relationships with other people. As both businesses and schools change, it is important to note that this change occurs simultaneously. In order for one to be successful the other will surely follow suit.

As stated by W. Edwards Deming, " Whether the failure to achieve quality is in industry or education, nothing will be improved until the leaders change the system itself" (Glasser, 1993, p 6).

As Robin Fogarty states,

> Assessment is about measuring what one knows and can do and what one doesn't know and cannot do. Yet, if the true mission of teaching is to help kids learn, the measurement must foster growth and development; it must not close the gates to opportunity, but rather, open the gateways of potential (Fogarty, 1995, p 303).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

The evidence to document the lack of student ownership and responsibility was gathered through parent surveys (Appendix A), student surveys (Appendix B), teacher observations (Appendix C), and a student opinion tally (Appendix D). Results of the surveys and opinion polls were combined for Class A, Class B, and Class C. The same statements were presented to all students and parents who completed the surveys.

In order for parents to be supportive of a collaborative assessment process, they need to be aware of the resulting positive effects. In the Pre-Project Parent Survey (See Figure #1), it was noted that 54% of the parents strongly agreed and 44% of the parents agreed that children would better understand their strengths and weaknesses by talking about their work. Only 2% disagreed and 5% were unsure. Forty-eight percent strongly agreed and 49% agreed that children should be involved in portfolio selection and the conferencing process (See Figure #2). Two percent were unsure and 1% disagreed with the statement. The conclusion might be reached that the parents overwhelmingly support the collaborative assessment process. One might

question the propensity of the results. Possibly, parents had a positive experience in the past with this type of assessment or, in contrast, parents responded with what the teacher wanted to hear.

Figure #1

Children will better understand their strengths and weaknesses by talking about their work.

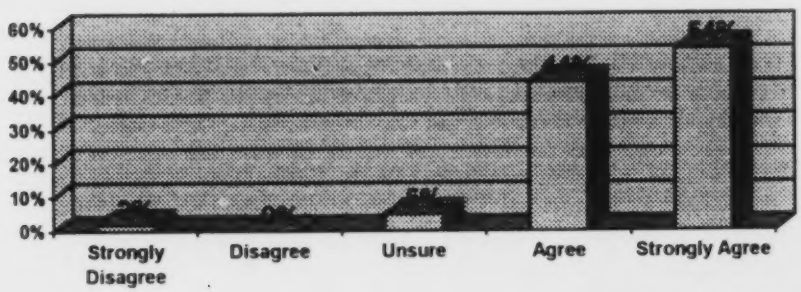
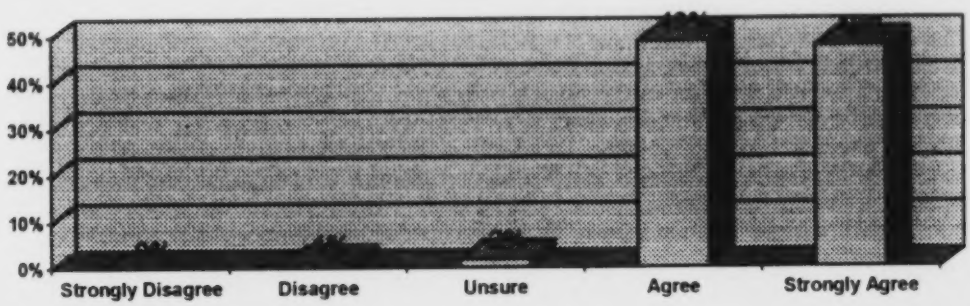


Figure #2

Children should be involved in portfolio selection and the conferencing process.



Several of the survey questions dealt with the responsibility for the child's learning. Twenty percent strongly agreed and 14% agreed that teachers should be responsible for the child's learning (See Figure #3); Twenty-one percent strongly agreed and 10% agreed that parents should be responsible for their child's learning; and 16% strongly agreed and 17% agreed that the students should be responsible for the child's learning. Only 0.4% of the parent responses were

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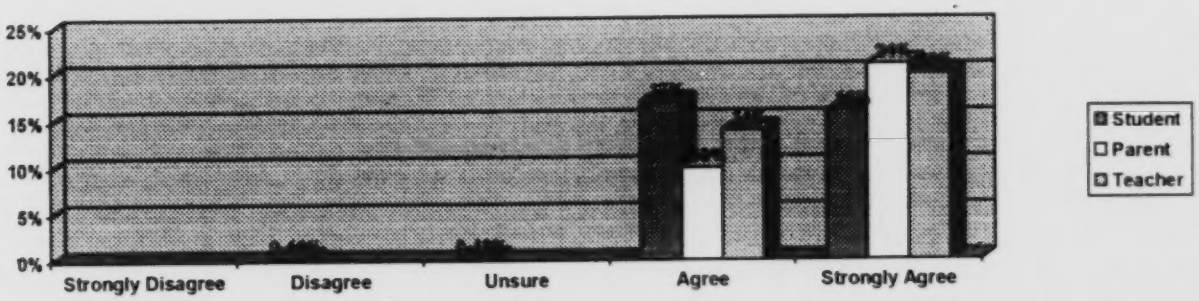
unsure and 0.4% disagreed with the student's responsibility for their own learning. Our survey indicated that the responsibility for each child's learning is closely shared among teachers, parents and students.

Figure #3

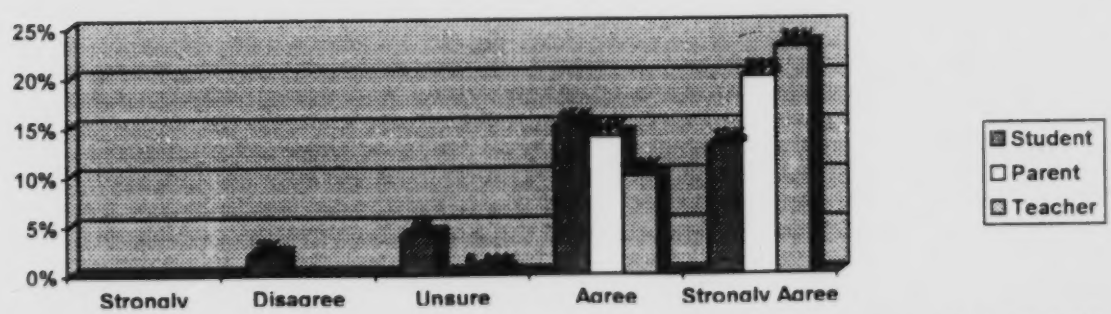
Who is responsible for your child's learning?



The final question on the parent survey asked the parents who should be responsible for assessing their child's growth as a learner. Twenty-three percent strongly agreed and 10% agreed that teachers should assess their child's growth. Twenty percent strongly agreed and 14% agreed that parent should assess their child's growth; and 13% strongly agreed and 15% agreed that students should assess their growth. One percent was unsure about the teachers' responsibility while 4% were unsure about the students' responsibility. Two percent disagreed that students should assess their own growth at all.

Figure #4

Who is responsible for assessing your child's growth as a learner?



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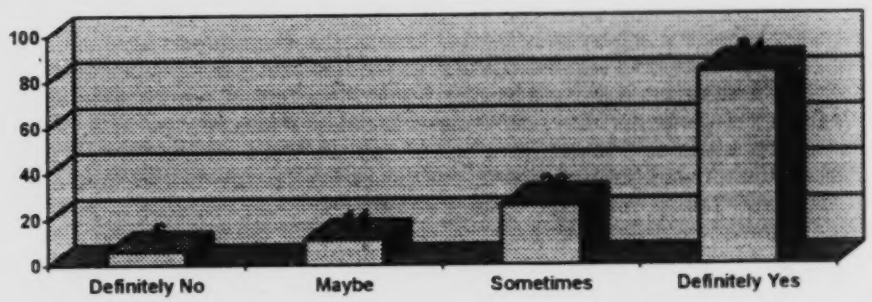
In order for students to genuinely improve in scholastic endeavors it is important for them to understand their strengths and their weaknesses. Through the student survey the students responded to the statement, "I know my strengths and weaknesses" (Figure #5). Sixty-six percent of the students in classes A, B, and C responded "Definitely Yes", 20% of the students said "Sometimes", 9% said "Maybe" and 5% said "Definitely No".

Figure #5

I know my strengths and weaknesses.



Students were polled, "I would like to share my portfolio with my parents at conference" (Figure #6). Seventy-three percent of the students in classes A, B, and C responded "Definitely Yes", 13% of the students said "Sometimes", 7% of the students said "Maybe" and 7% of the students reported "Definitely No".

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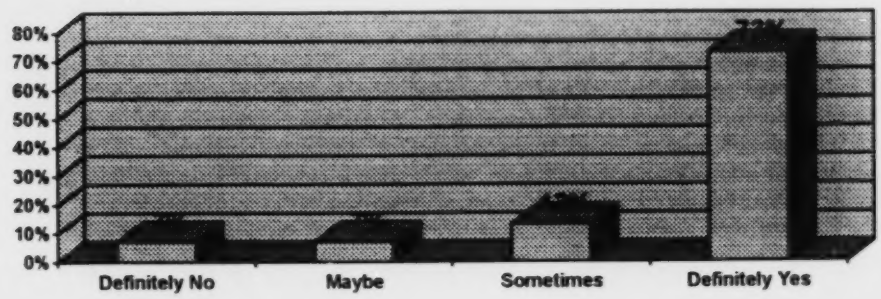
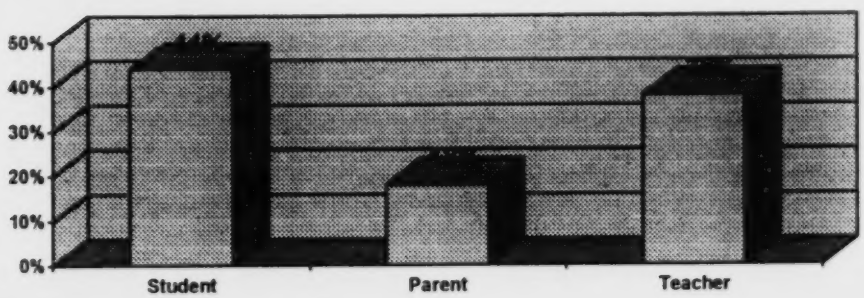
Figure #6
I would like to share my portfolio with my parents at a conference.



In order to gain ownership of their learning, students must take responsibility for their learning. The students were asked, "Whose job is it to make sure you are learning" (Figure #7)? Thirty-eight percent of the students in classes A, B, and C felt the teacher was primarily responsible, 18% responded that their parents were responsible and 44% felt that students were primarily responsible.

Figure #8

Whose job is it to make sure you are learning?



The students were also asked, "Whose job is it to assess your work?" (Figure #8). Of the students surveyed, 57% responded that it was the teacher's job to assess their work, 17% thought that it was the parent's job, and 26% felt that it was the students' job to assess their work.

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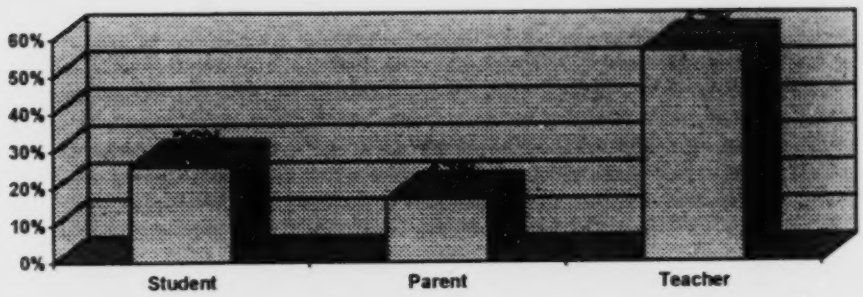
Figure #8

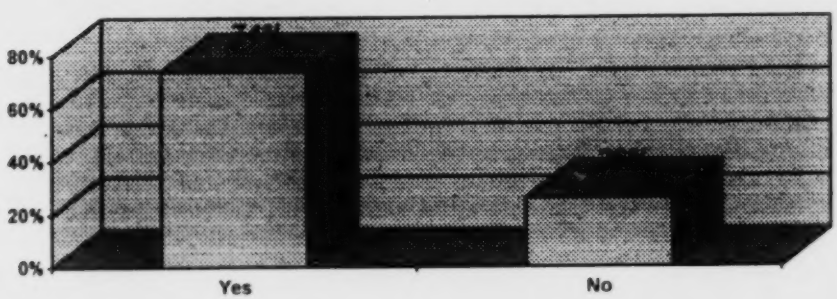
Whose job is it to assess your work?



In the student opinion tally survey, students in Class A, Class B, and Class C were asked if they would like to save samples of work in a portfolio. Seventy-four percent of the students responded favorably, while 26% responded unfavorably (See Figure #9).

Figure #9

I would like to save samples of my work in a portfolio.



Students in all three classrooms were asked if they would like to share their work with others. Seventy-four percent of the students responded favorably, while 26% of the students responded unfavorably (See Figure #10).

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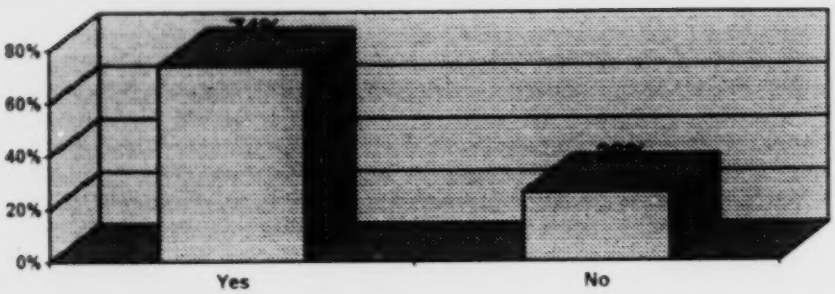
Figure #10

I would like to share my work with others.

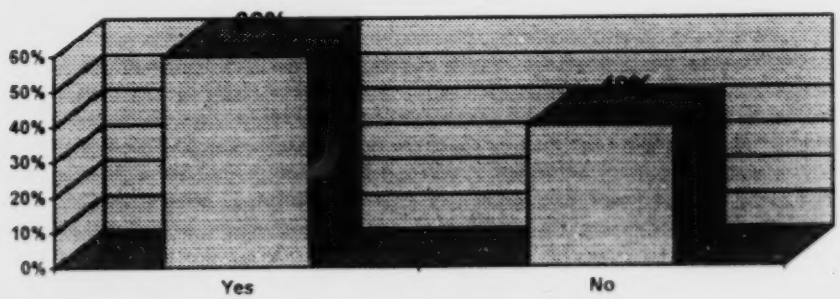


Students were surveyed to discover if they had previously participated in a conference with parents and teachers. Sixty percent of the students had been included in a parent/teacher/student conference. Forty percent of the students have never been included in the conferencing process

(See Figure #11).

Figure #11

Have you ever sat in on a conference with your parents and teachers?



Students were asked if it was the teacher's job to assess their strengths and weaknesses and communicate this assessment to both parents and the students themselves. Responses show

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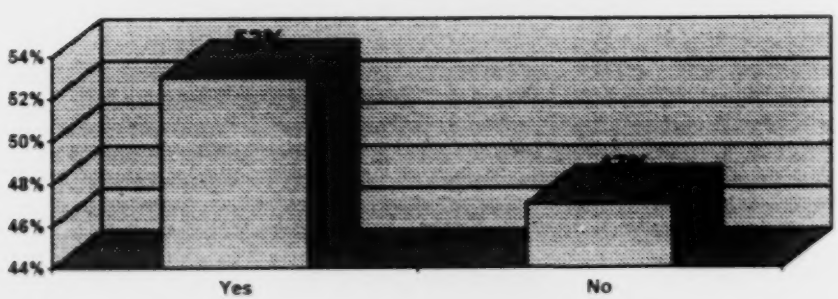
that 53% of the students believe it is the teacher's job to be responsible for assessment. Forty-seven percent of the students believe this responsibility lies elsewhere (See Figure # 12).

The majority of students in Class A, Class B, and Class C responded favorably to creating a portfolio at school and sharing the portfolio with others (peers, teachers, and parents). This favorable response paved the way for student ownership in the creation and selection of work samples for portfolio assessment. It also set the groundwork for peer conferencing, as well as student-involved conferencing with parents. Figure #12 shows the disparity in opinion concerning the responsibility of assessing student strengths and weaknesses. Over half of the students felt the responsibility lies with the teacher. After participating in the seventeen-week intervention plan, a shift to student self-responsibility in the collaborative assessment process will occur. Will including students in the assessment process increase student ownership and responsibility?

Figure #12

Is it my teacher's job to assess my strengths and weaknesses and communicate them to my parents and me?



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Probable Causes

DeLauder, writing for the Education Commission of the United States has depicted the challenge ahead of us:

> Our education system must do a much better job of educating students for a revitalized democracy and a world economy. Accomplishing this goal requires the support of literally everyone---parents, students, educators, policy makers, business people and the public as a whole. To gain this necessary support, we must communicate to all citizens why we need a revamped education system and what such a system should be like (as cited in Warwick, 1995, p. 9).

Education in the United States received both good and bad news in 1996. The average Scholastic Aptitude Test scores improved slightly and girls continued to narrow the gender gap on achievement. Approximately 52 million students filled the public school system in 1996, and it is estimated that enrollment will continue to increase by 3 million by the year 2006. Continued reform efforts this year focus on improving the quality of the teaching force. One-fourth of high school teachers do not have college training in the subject area they teach; 12% of new teachers have no training at all; and 14% enter the teaching profession without having met state standards (Bushweller, 1996).

American students have not compared favorably to their international counterparts. The United States is doing well educating the upper and middle class students, but failing with the poor children. International comparisons of standardized tests continue to be a political weapon. American students need to be able to compete in a global, economic market place. "The growing demand for highly competent citizens has triggered the realization that schools must help a larger proportion of our students meet high standards of academic excellence" (Stiggins, 1995, p 238).

Some of the reasons American students seem to be fairing poorly are attitudes of complacency on the part of parents, the cultural difference upon the viewpoint of hard work, lack of student motivation, and the difficulty of collecting international data to make fair comparisons. The comparisons made leave educators questioning which students the test data represents---all students or only the top students. In 1993, Glasser distinguished between competent and quality work. Competent work is defined as meeting the basic requirements. Students would achieve quality work when the work demonstrates a number of self-evaluations and repeated improvement. According to Glasser, in communities with little family support, as few as 5 % of the students do competent work. In schools where there is the most family support no more than half do competent work. Almost none do quality work. Students in our traditional schools make no connection between hard work and improving the quality of their lives. Much of what is taught in traditional American schools is irrelevant; it makes no real life connections. Until this connection is seen clearly, most students will lack the motivation to do quality work. Much more attention needs to be placed in using the testing information to improve instruction and assessment rather than directing blame.

Students lack a sense of ownership

According to Zachlod (1996), giving children a sense of ownership in their classroom can lead to the kind of open and cooperative learning environment that most teachers dream about. Allowing students to make decisions about their learning does not mean that the teacher loses control in the classroom. Instead, the teacher provides the framework for the learning process. This framework allows the students to work with set guidelines while also providing opportunities for the students to develop problem solving skills, communication skills, confidence and responsibility.

As students become more confident, their sense of ownership within the classroom will increase. As the confidence level of the students increase, teachers will begin to see an increase in the comfort level students have with generating and sharing their abilities and ideas (Zachlod, 1996).

Students are not self-directed

"The trouble with kids today is that they don't know what to do when they don't know what to do." (Wiggins, 1993, p. 202).

Students need to be self-directed in the learning process, rather than being teacher dependent. Students need to be able to communicate or demonstrate evidence of learning to parents, peers, and teachers. Students need to develop better self-assessment skills. A teacher can present learning experiences, but the ultimate responsibility for learning lies with the student.

Kohn, author of Punished by Rewards, believes that students who are preoccupied with how they are doing tend to lose interest in what they are doing. Empower students to learn. Stress how to learn, rather than what to learn. Include students in the learning process to increase

ownership. Empowering students shifts the focus of a teacher. The classroom teacher becomes a facilitator-partner in the learning process.

When teachers provide criteria and models of excellence, student products and performance improve. Students are more likely to become self-directed. Authentic assessment techniques such as portfolios, reflective journals, and student-involved conferences, all lead to increased self-direction on the part of the student.

> We must constantly remind ourselves that the ultimate purpose of evaluation is to have students become self-evaluating. If students graduate from our schools still dependent upon others to tell them when they are adequate, good, or excellent, then we've missed the whole point of what education is about (Costa & Kallick, 1982, p. 280).

Students lack the ability to self-reflect

Students who are involved in self-reflection learn to monitor, assess, and improve their performance and their thinking. Reflective journals allow students to self-assess what went well, what could be done differently and what needs to improve.

Self-evaluation is a very complicated process. However, primary-age children are capable of reflecting on why they do what they do. A worthwhile reflective self-evaluation points to both strengths and weaknesses. Students can not accurately self-reflect until the teacher models the process. When the students understand the process, quality work is more likely to occur. The process of self-evaluation leads to more in depth learning. The quantity of content information is not nearly as important as the quality of learning taking place in the classroom. When teachers demonstrate they value quality work, students begin to experience control over what is happening in their school.

> With no coercion and in an atmosphere of warmth and concern for all, the Q-School would be an educational experience unlike any that students had ever had and much different from any that their parents and teachers ever had. The theme would be quality work and self-responsibility, and the goal of all students would be to discover that education is the most powerful tool available to improve the quality of their lives. All would be involved in taking responsibility for everything that went on in the school (Glasser, 1990, p.292).

"Metacognition involves the monitoring and control of attitudes, such as students' beliefs about themselves, the value of persistence, the nature of their work, and their personal responsibility in accomplishing a goal" (Fusco & Fountain, 1992, p. 240).

Students exhibit low expectations of themselves

Many teachers face students every day that show little desire to complete schoolwork. These students are satisfied with finishing their work regardless of the quality of that work. Teachers need to find ways they can motivate their students to set high expectations for themselves. When students have high expectations for themselves the quality of their work will increase. Motivation to complete tasks comes from within. "The information that the students get from the teacher, which includes how this information is given, is very important. But the students are the ones who make the ultimate judgement about how important it is to them. The more important they think it is, the more they will do what they are asked and the better they will do it" (Glasser, 1990, p.41).

Students are excluded from the portfolio process

Portfolios represent a philosophy of assessment that is an ongoing process used to direct and improve individual instruction. Indicators of student learning are collected before, during, and after instruction. The portfolio represents the careful documentation of growth by an individual. Without student selection and/or compilation, the portfolio is reduced to a random collection of work selected by the teacher. In Portfolio Assessment, A Handbook for Educators

(1997), Barton and Collins identified three areas of student learning most affected by portfolio use. First, students take ownership of their learning and responsibility for their education as they select entries for their portfolios, reflect on their work, set further goals for themselves, and participate in student-involved conferences. These decisions can help develop a strong sense of personal accomplishment. Second, some students learn how to be more reflective about their learning and achievement through the portfolio process. Students gain the power to see themselves as a learner with strengths and weaknesses. Third, students gain insight into their own understanding, and also learn about assessing it. Students examine their own products or performances according to the criterion. Students can then self-assess, self-adjust and set new goals for their learning. Individual effort and growth are emphasized instead of compared with other students. Students take responsibility by evaluating their own work for quality.

A positive outcome of using portfolios is the recognition by students that they have become the center of the learning process. Students who are involved in the selection and/or compilation process are empowered to become independent learners, problem solvers, and creators of new understandings. Students are an integral part of the portfolio process. Without student participation, the portfolio fails to link assessment and instruction. "When teachers invite students to become partners in inquiry, to collaborate with them in wondering about what and how students are learning, schools become more thoughtful places" (Atwell, 1991, as cited by Burke, Fogarty, and Belgrad, 1994, p. 3).

Students are excluded from the conferencing process

Traditional parent-teacher conferences have long been a mystery to the person they affect

the most, the student. Fogarty (1994) states that many reforms are sweeping the nation's schools to include students in the conferencing process. While the teacher is responsible for setting the guidelines for the conference, the student must gather the work to be shared and be responsible for reflecting on the work.

Whether the conference is lead by the teacher or the student, the outcome is the same: to inform parents of student progress. However, in the student-involved conference, the burden of responsibility falls on the student to become reflective and self-evaluative about their work (Fogarty, 1994). The teacher's role in this type of conference also changes. Rather than simply communicating progress to parents, the teacher takes on the very demanding job of preparing the students for the conference. Teachers must ensure that the students have accurately reflected on their work. This reflection may include journaling, reflective logs, goal-setting forms, and portfolios. Any teacher who has used the student-involved conference would argue that the preparation is the key factor. Students should practice the conference so they are comfortable talking about their progress. Students need to develop a sense of accountability by communicating their performance to peers, teachers, and parents. "If students are to take on a posture of lifelong learners, they must become acutely aware of their own strengths and weaknesses in order to become self-directed in that learning" (Fogarty, 1994, p. 268).

Parents show a lack of involvement in their child's education

Many teachers feel that in order for students to be successful, they must have the support of their parents. This support must reach past the idea of simply accepting or agreeing with what the teacher does in the classroom and move towards taking an active role in their child's education both at home and at school. Fredericks and Rasinski (1990) state three principles for inviting parents to take an active role in assessment:

1. Involving parents in the assessment process must be an integral part of the teacher's program, not just an add-on to the curriculum.
2. Parent assessment procedures must be conducted comprehensively. Parents must also understand that assessment can lead to sound curricular decisions.
3. Parents' involvement in assessment should be approached systematically. Parents cannot be expected to assess and monitor their child's development without sufficient time or training.

Teachers must realize that involving parents effectively will not just happen. Communication and involvement need to be fostered and nurtured over a period of time. This partnership should be meaningful for both parties.

Students see a lack of connection between school and real life situations

According to Glasser (1993), all people have five basic needs: love, power, freedom, fun, and survival. From birth, human beings strive to experience anything that consistently satisfies one or more of these basic needs; we strive for quality in our lives. Few students in traditional schools make any connection between quality work and school. Educators have failed to convince students that school is a place where their life will be improved if they learn what they are asked to learn. The need for students to see this connection is essential.

Will students ever make the connection in a traditional system of dispensing knowledge? Teachers ask students to regurgitate memorized facts, give right answers without explanation, make correct choices on multiple choice questions or distinguish true from false. The system we have used for years to teach and evaluate has nothing to do with quality. Knowing the right answer becomes the goal. In the book A Whack on the Side of the Head, California creative consultant Von Oech says, "By the time the average person finishes college he or she will have

taken 2,600 tests, quizzes, and exams. The 'right answer' approach becomes deeply ingrained in our thinking. The difficulty is that most of life isn't that way. Life is ambiguous; there are many right answers---all depending on what you are looking for. But if you think there is only one right answer, then you'll stop looking as soon as you find one." (as cited by Dryden and Vos, 1994, p. 181). Right answers on written work do not indicate understanding or the ability to see the relationships among skills, concepts, and contexts. Within today's traditional system, students will never make the connection strongly enough to see the value of hard work in school an how it will improve the quality of their lives.

Students are not included in setting criteria for quality work

Too many students rely on teachers to tell them how they are doing in their work. This value judgement by the teacher detracts from motivation and produces student stress. Under stress, the brain's creative analytical functions are extinguished and replaced with conformity (MacLean, 1978 as cited in Hughes 1993). Withholding judgements, viewing teaching and learning as a continual, creative, problem-solving process builds trust and challenges teachers to be the facilitators of new knowledge.

By involving students in the assessment process, teachers will help them take ownership of their own work and take responsibility for their learning. Developing criteria or a rubric prior to an activity heightens children's awareness of the criteria needed to produce quality work. Students become conscious of their behavior and are able to identify their strengths and weaknesses. This helps them apply a set of internal criteria to focus on quality work. The teacher can help students develop criteria or rubrics by discussing what is important about a project, what they need to learn, what steps they must follow, etc. Wiggins (as cited by Burke, Fogarty, and Belgrad, 1994, p. 71) says the aim of educators "should be to make all students able to monitor

and reflect on their own work so they can self-adjust as needed." Thus, students will engage in the self-assessment process that fosters life long learning.

Schools do not meet the basic needs of students

"Integrity without knowledge is weak and useless and knowledge without integrity is dangerous and dreadful" (Samuel Johnson, 1759).

Every child is a capable, competent, resourceful learner. Every child has the need to feel parents, peers, and teachers value their opinion. To strengthen the future of our democratic society, educators need to instill the values of honesty, respect, and responsibility.

According to Eisler (1987), schools can be configured in one of two ways: in a leveled, authoritarian model or in a horizontal, collaborative model in which process determines structure as well as outcome. Schools that value collaboration tend to be more caring, value diversity, and more successful in developing literacy.

A positive school environment creates a feeling of community, where everyone feels valued, connected to one another, and committed to each other's growth and learning. Classmates view each other as collaborators, not as competitors, in the classroom. When the basic needs of students are met, higher academic performance is achieved, motivation to learn increases, and a greater liking for school occurs. A positive classroom climate creates the message that education is important. It promotes students that are dedicated to their own growth, enthusiastic about learning, and willing to take risks.

Students who can listen to others, respect the rights and opinions of others, work together, share ideas, and cooperate will have a better chance of being productive learners and successful adults.

Every child deserves the opportunity to learn. Success should not vary according to race, gender, nor demographics. Clearly stated standards of excellence and authentic assessment strategies can provide students with new and engaging ways to demonstrate their knowledge.

> If we want to nurture students who will grow into lifelong learners, into self-directed seekers, into the kind of adults who are morally responsible even when someone is not looking, then we need to give them opportunities to practice making choices and reflecting on the outcomes. Responsibility means owning one's failures and successes—small, medium, and large. Teaching our students that we control ourselves, that we choose our fulfillment or frustration, makes the critical difference
> (Lewis, Schaps, & Watson, 1996, p. 17).

No clear definition of accountability among students, parents, and teachers

Interest in educational reform has been fueled by many forces: ongoing concern generated by the publication of A Nation at Risk (National Commission on Excellence in Education, 1984), results of assessments such as the comparative study of reading levels worldwide conducted by the International Association for the Evaluation of Educational Achievement (IEA) (Elley, 1992); international comparative studies in science and math (Lapoint, Askew, & Mead, 1992); results of the National Assessment of Educational Progress (NAEP) and its state comparisons (National Academy of Education, 1993); and the many complaints voiced by the business community that high school graduates are not ready for the current high-tech, global workplace (Elkind, 1994; Mitchell 1994). Educators at all levels of accountability, including the U.S. Department of Education, are aware of the need for reform. (Salinger, 1996, pp. 291-292)

National concern about academic performance has produced nation-wide standards aimed at school reform. Nation-wide standards communicate to teachers, policymakers, parents, and others an understanding of what it means to be literate. The National Council of Teachers of

Mathematics (NCTM) believes that developing high standards for all students and holding teachers accountable for students' achievement of these standards would have a marked improvement on United States education.

> Education is a process of changing the behavior patterns of people...it is clear that education objectives, then, represent the kinds of changes in behavior that an educational institution seeks to bring about in its students (Tyler, 1949, pp. 5-6).

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

"What will schooling look like in the year 2000? The year 200 is less than a decade away. By then, the body of learnable information will have doubled four times since 1988. By updating the works of Toffler, Naisbitt, Ferguson, Cetron, Kearns, Doyle, and Osborne with a study of the most current headlines, demographic data, and observations of technological developments already commonplace in the home, school, and workplace, we can sketch a portrait of the future school with three emerging trends: *interpersonal interaction, idea innovation, and information interpretation.* By analyzing each trend with a future learner's perspective, we forecast implications for education. The trend of interpersonal interaction suggests the growing need for *learning how to relate;* idea innovation calls for an increased emphasis on *learning how to learn;* and information interpretation for *learning how to choose*. Together, the three trends give us a vision of what is ahead for today's students in the world of tomorrow" (Fogarty 1995, p. 55). Research has shown many techniques that teach children how to relate, how to learn and how to choose. Some such techniques are "accelerated learning", "super learning", "suggestopedia", "whole-brain learning", and "integrative learning" (Dryden and Vos 1994). "Increasingly, those attributes of a climate conducive to intellectual growth and self-fulfillment are becoming

universally recognized and accepted. The conditions that maximize creativity are being described, understood, and replicated."(Perkins 1983, Kohn 1987, Deal 1987, Brandt 1988, McClure 1988, Saphier 1987, as cited by Costa 1991). "An environment in which growth and empowerment of the individual" is emphasized is the key to the success of any chosen technique (Pascarella 1984 as cited by Costa 1991 p.1). Teachers have to find ways to help children take ownership of their learning, responsibility for inventing their own understanding of the world and how to live in it.

Atwell describes a learning log as a written record where students can make plans about their learning, record their observations, integrate new information and make self-reflections. Students report keeping a learning log or journal increased their abilities to assess work (as cited by Barton and Collins, 1996).

Assessment activities in which students are engaged in evaluating their own learning help them reflect on and understand their own strengths and needs, and it instills responsibility for their own learning. It is when students and teachers are collaboratively involved in assessment that the greatest benefit is achieved. Collaborative assessment strengthens the bond between student and teacher and establishes them as partners in learning (Valencia, 1990, p. 338)

"Teachers can use journals as metacognitive strategies by assessing the reflectiveness of the students' responses, the evidence of transfer to other classes or life outside school, and the students' ability to plan, monitor, and evaluate their own work" (Burke, 1994, p. 99).

Journal writing is an event during which the writer is actively learning about him or herself. Journal writing may provide a tool through which students form relationships between one subject and another, from academics to real life situations, from person to person and from the past to the present to the future. Journals are tools for sharing information and feelings. Journals also serve as an outlet for the shy or non-verbal student. Journals inspire reflection and

honest self-evaluation when used in a non-threatening classroom. Reflective journals are usually written in a narrative form and may contain illustrations, especially with younger students. The content of journals is subjective and may deal with feelings, opinions, or personal experiences.

" The power of self-awareness changes oneself. Self-awareness propels one along the learning journey - once we know, we can't not know." (Fogarty, 1994, p. 269).

Educators also need to be involved in self-reflection. Self-assessment brings awareness about our teaching as well as our learning and often leads to refining our instructional practices. When modeling the process of self-reflection, teachers may ask themselves the following questions:

- Have I written journal entries and shared them with the students?
- Have I demonstrated how I choose topics for my entries?
- Have I shared journal entries from authentic journals such as Thoreau, Anne Frank, or Laura Wilder with my students?
- Have I shared journal entries from quality literature with my students?
- Have I asked permission of students whose entries include personal reflection to share their work with their peers?

There are many advantages of using reflective journals in the classroom: reflective journals allow students to process information, improve writing skills, help students retain important information, promote student interaction, and demonstrate growth and development as a learner.

Bellanca and Fogarty suggest a series of questions called Mrs. Potter's questions to help individuals and groups process and reflect on their individual work or their group work. These questions are:

- What were you expected to do?
- In this assignment, what did you do well?
- If you had to do this task over, what would you do differently?
- What help do you need from me?

Using Mrs. Potter's questions requires self-analysis and reflective comments on the task and how it went. These questions have a positive impact to promote transfer of learning.

Robin Fogarty states, "If students are to take on a posture of lifelong learners, they must become acutely aware of their own strengths and weaknesses in order to become self-directed in that learning" (1994, p. 262).

Students who are actively involved in the conferencing process must learn the skills necessary to decipher what is or is not acceptable in their work. Denby (1996) states that the reforms implemented in his school were aimed at having the students take on a more active role in their education and to develop a sense of ownership. Denby also concluded that when the students evaluated the strengths and weaknesses of their work, they were amazingly honest in their evaluations, sometimes too hard on themselves.

"A portfolio contains several separate pieces that may not mean much by themselves, but when compiled together, they produce a more accurate and holistic portrait of the student. A

portfolio is more than a 'folder' of student work; it is a deliberate, specific collection of accomplishments" (Hamm and Adams as cited by Burke, 1994, p. 44).

According to Burke, Fogarty and Belgrad (1994) there are several reasons why students should engage in portfolio conferencing. A portfolio conference provides a meaningful time for the student to share work with others. This conference time can also show that a student has mastered required criteria. Portfolio conferencing helps promote goal setting for the student and increases the quality of communication between school and home. This type of conferencing will engage the students in reflection, inquiry and discussion about the learning process.

Glasser concurs that students should have an active role in the conferencing process. Glasser states " It is when they show and tell what they did to someone they respect and who cares for them that the connection between hard work and quality work is made" (Glasser, 1990, p. 208).

Student-involved conferencing requires the teacher to take on a different role. The time involved before the conference is crucial. Countryman and Schroeder (1996) state that a series of class discussions were held to discuss the work, to develop criteria to judge the work, to develop a script and practice for the conference. Denby (1996) also found that several days of class time were required for students to develop the confidence needed to talk about themselves without feeling any pressure.

Parent support for this type of conference is crucial for its success. Countryman and Schroeder (1996) found that some parents had reservations about the advisor's lack of participation in the conference. They also state that even though the parents were given an opportunity to schedule a separate conference, very few chose to do so. Some parents also felt discouraged about discussing problems in front of their child. Denby (1996, p. 379) found that

many of his parents "learned a great deal about their children as well as why teachers do some of the seemingly strange things they do in their classrooms".

Student-involved conferencing is not something that should be entered into lightly. Teachers need to decide for themselves how they wish to proceed. If the goal of education is to develop lifelong learners then educators need to decide how to foster a sense of reflection and to develop communication skills necessary throughout life. This process must be developed and reinforced over a period of time. "Just as students become more skilled writers as they start to assess and evaluate their own writing, it follows that students become more skilled learners as they start to assess and evaluate their own learning (Fogarty, 1994, p. 269).

Developing a portfolio that reflects one's growth and learning is investing a part of oneself; students become skilled learners and are a crucial part of the portfolio process. Teachers help students gain ownership of their learning and responsibility of their education by focusing the process upon the students. By using portfolios, students have opportunities to select and organize the work to be included in their portfolios, reflect on each piece of work, assess their strengths and weaknesses, set goals for themselves, and communicate to others about their learning. Students develop an intrinsic sense of what is quality work. Students are the center of the learning and are constructing meaning for themselves. "The great strength of a portfolio is that it obliges us to face squarely the very difficult question of what constitutes high quality work" (Abruscato, 1993, p. 475).

There are many diverse and conflicting viewpoints about the advantages and disadvantages of portfolio assessment. Vivienne Collinson in "Making the Most of Portfolios" (1995) lists how portfolios can help you:

- see a student's learning, development, and achievement over a prolonged period of time---a big plus for teachers and parents
- assess both the final product and the learning process students went through to produce the product
- integrate subjects
- encourage students to become independent learners capable of critiquing their work because they choose what to place in their portfolios
- foster an atmosphere of collaboration, not competition; Portfolios emphasize "What I have learned" not "Who did I beat on this test?"
- ease students' anxiety about report cards and grades because they are involved in assessing their work and they understand how their grades are determined
- facilitate parent/teacher conferences; Parents see evidence of their child's development over time (p. 43)

In contrast, Belk and Calais (1993, p. 10-11) "caution teachers to be aware of threats to this authentic, refreshing method (portfolio assessment). Some of the cautions pertain to standards, norm-referencing, aggregation, and credibility...The following disadvantages of using portfolios were also cited: Portfolios are time consuming for teachers; portfolios are difficult to construct and evaluate; also a great deal of space is needed to store them throughout the years." There is also concern about the unreliability, inconsistency, and inequity with portfolio assessment across classrooms, schools and districts (Valencia, 1990).

"Elbow states that when we are given the choice of achieving accuracy or maintaining clear standards across our assessments, '...it makes most sense to put our chips on validity and allow reliability to suffer.' Although we make every attempt to hold our students to the same set of relative standards in the portfolios we develop, we place our emphasis on getting an accurate measure of each individual's growth" (as cited by Barton and Collins, 1996, p. 7).

> Perhaps the most important argument for portfolio assessment is its potential for effecting change. No system places so much responsibility on the learner. But our extended life spans, tends toward career changes after several years in a profession, and the knowledge explosion of our century all suggest that adults must become continuing learners throughout life. Perhaps the ability to self-assess and monitor one's own learning is the most important skill that students can acquire in school. If so, portfolios in...classrooms may not only be a way to assess learning but an important outcome of instruction itself (Kuhs, 1994, p. 335).

The use of authentic assessment strategies includes rubrics to describe student achievement. A rubric is a tool that sets standards of expectations for completed work. It distinguishes poor versus quality work for students. Using rubrics for assessment helps students gain a clear understanding of quality work. Using rubrics for self-assessment increases student self-responsibility. Students become more thoughtful judges of the quality of their products and performances. Rubrics also help students identify areas of strengths and weaknesses

> Assessment should be undertaken primarily to aid students. It is incumbent upon the assessor to provide feedback to the student that will be helpful at the present time---identifying areas of strengths as well as weaknesses, giving suggestions of what to study or work on, pointing our which habits are productive and which are not, indicating what can be expected in the way of future assessments and the like. It is especially important that some of the feedback take the form of concrete suggestions and indicate relative strengths to build upon, independent of rank within a comparable group of students (Gardner, 1993, p. 178).

"The standards are presented to the student as an immutable fact, non-negotiable regardless of the student's justifiable reasoning about his or her own performance. When students

are brought into a dialogue about standards, ownership of the evaluative data is more successful" (Kallick, 1992, p. 314 as cited by Burke, 1994, p. 60).

Once your students are comfortable using rubrics to evaluate themselves, you can have them help you develop rubrics. Discuss with students what's important about a project, what they need to learn, what procedures they must follow, and so forth. They'll take additional responsibility for their learning (Collinson, 1995, p. 45).

McTighe (1996) supports the use of student generated rubrics. He states that by involving the students in the development process the mystery of evaluation is removed. Instead the qualities of performance are stressed. Teachers who use student-generated rubrics internalize the acceptable standards for quality work.

Students should be involved in the process of developing rubrics. Modeling various examples of good and not-so-good work is a crucial first step. Then, use the models to discuss what determines quality work. The discussion will include gradations or levels of acceptance. Let students practice using rubrics to evaluate examples of work. Allow students time to revise their work after the rubric has been used for assessment.

There are two considerations teachers need to keep in mind when using rubrics in the classroom. First of all, avoid unclear language. Students must clearly understand the terms and descriptors used if the rubric is to teach as well as evaluate. Second, a rubric should avoid negative language.

The purpose of a rubric is to help students learn more and produce better final products. Self-reflection can accompany the use of a rubric for assessment. Rubrics can also be included in

portfolios. Together, students and teachers will develop a rubric for selecting work samples to be placed in the student's permanent portfolio.

The Japanese concept of *Kaizen* suggests that quality be achieved through constant, incremental improvement. According to J. Edwards Deming, when this concept is applied to a school setting, it means ensuring assessment enhances performance, not simply measures it (as cited by McTighe, 1997, p. 11).

Project Outcomes and Solution Components

As a result of the use of strategies to increase student involvement in the collaborative assessment process during the period of September 1997 through February 1998, the targeted first and second third grade students will show as increase in student ownership and responsibility for the quality of their work as measured by student and parent surveys, journal entries, teacher observations, student questionnaires, and portfolio collections.

In order to accomplish these objectives, the following processes will be developed:

1. A series of self-reflective activities that foster metacognitive thinking will be developed.
2. A progressive series of activities designed to develop the skills necessary for student involvement during the conferencing period.
3. Classroom time will be set aside to involve students in the creation of criteria and the selection of portfolio items.
4. Modeling of quality work will increase student self-direction and responsibility.

The following are the components to the solution:

1. Students will write in their reflective journals every Wednesday and Friday. They will comment on classroom activities and evaluate the strengths and weaknesses of their work.

2. Reflective logs will be used at the discretion of the teacher, following appropriate classroom activities. Samples of these logs are included in the appendix. (Appendices H-K; P-R)
3. Students will be responsible for selecting portfolio samples. Students and teachers will be responsible for determining the selection criteria. The students will be responsible for sharing the portfolios with peers and adults at scheduled times.
4. During the months of November and February students will be actively involved in the conferencing process. The students will be responsible for communicating their growth and development as a learner. Classroom time will be devoted to practice the process of conferencing.
5. Parent knowledge and understanding of the collaborative assessment process will be surveyed at the beginning and the end of the intervention period. Parents will assume an active and responsible role in the conferencing process.
6. Students and teachers will work together to develop rubrics for classroom use. The rubrics will define the criteria for quality work. Samples of rubrics are included in the appendix. (Appendices E, G, L, M, N, O)

Action Plan for the Intervention

The action plan is presented in outline form by school week. The schedule covers the time frame beginning with September 2, 1997 and ending on February 13, 1998. The total intervention period is 22 weeks. During the month of September, we will be establishing baseline data using parent and student surveys, teacher observations and student attitude surveys. After the intervention period the same surveys will be administered to the students and parents.

1. Reflective journals Students will be responsible for assembling journals to be used for self-reflection. By creating the journals and cover sheet, ownership is established from the beginning of the process. Students will be asked to reflect on a bi-weekly basis using the format of Mrs. Potter's questions. These questions will encourage self-analysis, encourage students to recall what they did, and how the activity went. Reflective journals promote transfer of learning. Teachers will refer to the student journals to note student growth using anecdotal notes in a non-evaluative manner. Teachers will also self reflect in journals. These journals will note the strengths and weaknesses of the activities and intervention strategies. We will also write about the overall implications of the lessons and interventions used. These journals will provide direction, focus, evaluation and a chance to reflect on alternative methods.

2. Portfolios Portfolios will be used to collect samples of student work to document development and focus on growth. These portfolios will establish a means of communication among peers, teachers, and parents. Portfolios include reflection, writing and self-critiquing to present a true picture of the child. Each child will have two portfolios. One portfolio will be a working folder. Children will keep their work for the week in this folder until the work is completed. The second portfolio will be the permanent portfolio. Here the child will keep work that they want to share with peers, teachers, and parents. Work that is included in the permanent portfolio will include a reflection on that piece of work. Selecting samples to be included in the permanent portfolio is a decision the teacher and student will share. Using a rubric developed by teacher and students will generate criteria for selection. Having children help develop the rubric and selecting portfolio work stresses ownership and responsibility. The portfolios will include work from all curricular areas.

3. Student-Involved Conferences The purpose of student involved conferences is to inform the parents of progress and development. The major difference from a traditional conference is the shift of responsibility to the student rather than the teacher. Students will be responsible to communicate, evaluate, and reflect upon their work to an audience. This audience may include peers, teachers, parents, or other adults. Students will help the teachers develop a script for their conferences. The students will also use class time to practice for their conferences. Teachers, volunteers, and other adults will assume the role of "parent" and participate in the child's practice conference. After the practice sessions, older students will be used to monitor and mentor younger students. This mentoring time is crucial, as it will provide modeling for both younger and older students. The practice will allow the child to become comfortable and confident with the conferencing process. All students will reflect after their conferencing experience.

4. Parent Involvement Parents will be asked to complete a questionnaire to gauge their attitude toward student responsibility and ownership. Parents will be informed of the student involved conferences during Curriculum Night. They will be asked to take an active role in this conferencing format. Students will be sharing their portfolios with parents during the conferencing process. Parents will reflect on their conference experience. The teacher will be available to answer specific questions about the child's progress. Newsletters will keep the parents informed of activities and important dates. Parents will complete the original survey at the end of the intervention period.

5. Rubrics A rubric is a tool used to define quality work. It will show levels of performance. Both the student and teacher will create rubrics. The teacher will be responsible for modeling what a rubric looks like. The teacher will also model the difference between acceptable and unacceptable work. Rubrics will help guide self and peer reflection. Using the rubrics will allow

the students to notice and solve problems in their own and each other's work. Practicing self and peer assessment will increase the sense of responsibility each child has for their own work. Students and teachers will generate a rubric for selecting samples to be placed in the permanent portfolio.

Dates for 17 Week Intervention Plan

August 27 complete parent survey

September 2-5 teacher observation of student self-direction, student survey

September 8-12 share teacher journals, examples of journals, model journaling

September 15-19 students begin journals (bi-weekly), portfolio/conferencing tally

September 22-26 design portfolio covers, discuss portfolios

September 29- October 3 develop rubric for portfolio selection

October 6-10 maintain interventions

October 14-17 maintain interventions

October 20-24 maintain interventions

October 27-31 discuss conferencing process; select work; write script

November 3-7 practice with peers; student-involved conferences

November 10-14 PMI on student-involved conferences

November 17-21 maintain interventions; develop rubrics

November 24-26 continue bi-weekly reflective journals

December 1-6 continue selecting portfolio work; continue developing rubrics

December 8-12 continue bi-weekly reflection journals

December 15-19 continue reflection process

January 5-9 continue reflecting on portfolio work

January 12-15 continue sharing teacher reflective journals

January 20-23 select portfolio work; write script; teacher observation tally

January 26-30 peer practice; repeat student survey

February 2-6 student-involved conferencing; repeat parent survey

February 9-13 student-involved conferencing; repeat parent survey

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to increase students' ownership and responsibility through the collaborative assessment process. The culmination of the intervention strategies was demonstrated through student-involved conferences held on November 6-7, 1997 and the week of February 2, 1998. The implementation of journals, rubrics, portfolios, peer coaching and student-involved conferencing was selected to effect the desired changes.

Classrooms A and B

Classrooms A and B are first grade classrooms involved in a team-teaching situation, along with a third teacher not involved with the action research project. A parent survey (Appendix A) was conducted on the opening day of school in August. Students were surveyed in September (Appendix B). The purpose of both surveys was to determine the attitude of parents and students with regards to the responsibility for learning and their role in the collaborative assessment practices. Both parent and student surveys, as well as teacher observation checklists, were used to determine baseline data. During the first two weeks of school, whole group discussions concerning the rights and responsibilities of students were conducted. Every student was encouraged to add input. A poster was produced listing these rights and responsibilities and displayed permanently in the classrooms. This activity took the place of teacher generated

classroom rules, increasing student ownership in establishing the learning environment at the targeted school.

During the month of September, writing journals were introduced. The researchers shared several different types of journals written for the purpose of reflection with the students. Individual entries were modeled and shared to promote quality work. Students used prepared forms (Appendices E-K) that encouraged reflection on what they did well and what they needed to improve. During the first semester, the first grade students are in a pre-writing stage of development. The researchers wanted the reflections to be meaningful but not too time consuming. By the second semester, the first grade students will be able to write using the format of Mrs. Potter's questions. At the beginning, the first grade students had a difficult time being honest with self-evaluation. Their natural instinct was to please their teachers and parents by giving themselves highly positive comments. The journal entries were not assessed. The ability to reflect upon the shortcomings is a process that involves maturity and a risk-free environment. As the first graders continued to reflect during the 17-week intervention period, the ability to honestly reflect on areas to improve increased dramatically. This increase occurred due to a better understanding of the process through modeling and the comfort level of the students in the classroom. As soon as the students realized children and adults need to grow and improve, the process of reflection became purposeful and valuable. Students also demonstrated an increased understanding and application of the terminology, such as reflect, quality, rubric, and peer coaching, used in the collaborative assessment process. This helped set the groundwork for further growth and development in the assessment process.

Also during the month of September, students were introduced to portfolios which were made by binding three two-pocket folders together. The pockets in the portfolio were labeled using the following academic areas: creative writing, center work, math, Writing to Read, art, and

my favorites. The portfolios were stored in plastic tubs within the classroom. Each student illustrated the cover of his or her portfolio, which increased the ownership. Throughout the intervention period, the students collected work samples of the targeted core areas to place in each portfolio pocket. At conference times, students used the portfolios to share their work with their parents or visitors. This process is described later in the intervention plan.

Various forms and changes took place in the rubrics used to reflect the students' developmental needs. Students brainstormed what constituted quality work. Teacher-directed discussions made the first graders aware and prepared to independently list the properties of quality work. A poster that listed factors of quality work was displayed in the classroom. Quality work was modeled throughout the intervention timeline. A clear understanding of quality was necessary in order to use rubrics successfully. In addition to the two rubric criteria presented here, the class developed rubrics for many curricula areas. The rubric criteria for writing included the following: (Appendix E)

- I like to write.
- I use capitals and periods.
- I can read what I write.
- I make up spellings when I don't know the words.

The rubric criteria for cooperative activities included the following: (Appendix F)

- Did we listen to one another?
- Did we help each other?
- Did we praise each other?
- Did we stay together until the job was done?
- How can we work better as a group?

While using the rubrics, students had opportunities to develop ownership. One reflection statement, "I can read what I wrote," led to self-editing. If the student answered negatively, the researcher posed the question, "What should you do?" The majority of the students volunteered to rewrite the sentence or story until they were able to read the passage successfully, thereby, creating student ownership and responsibility in the writing process.

During the last week of October and the first week of November, students prepared for student-involved conferencing. The students chose an entry in their writing journal to share with their parents or visitor. They were directed to explain why they chose a particular item. The students reviewed the work samples that had been collected from the targeted core areas and kept in the portfolios. Teachers helped the students choose two work samples from each portfolio pocket that they wished to share at conference time. The students were instructed to reflect on all included items. Each student wrote or dictated a personal goal to include within the portfolio. The goal targeted an area to improve as a learner and/or an area to improve their behavior. At the conclusion of the conference, all work samples in the portfolio were taken home. The writing journals were kept in the classroom for continued use throughout the year.

Before the actual conferencing event, students were given several opportunities to practice the conferencing process with peers. The practice involved cross-age coaching. Classrooms A and B were paired with second or third graders from Classroom C and again with another first grader. Peer coaching provided an audience for rehearsing the actual conferencing event. It exposed the first graders to the changes that will take place as they mature and become developmentally capable of taking the lead in the conferencing process.

The students were also involved in selecting performance-based stations for student-involved conferencing. The stations included reading, writing, and math activities. The student and the parent(s) began the conferencing process at the teacher station for approximately twenty minutes.

This involved a review of the student's level of development, the degree of progress, and the goal chosen by the student, all of which were addressed in the Work-Sampling narrative. Parents, student, and teacher entered into a three-way dialogue. Then the students invited their parents into another classroom to share their portfolios, writing journals, and the stations set up to demonstrate performance in the core curriculum areas. There were no time restrictions placed on the student's part of the conference. Parents were provided surveys at the end of the conference to evaluate the collaborative assessment process. A notebook designated for both positive and negative comments was also provided. All survey results and narrative comments were confidential and anonymously submitted. Fall student-involved conferences were held on November 6 and 7 during the day and evening hours.

Following the conferences in November through the beginning of January, Classroom A and Classroom B continued to journal, to reflect, and to set goals using the rubrics and processes established in September. Changes were made when the children were developmentally ready for more independent work.

At the end of January, students were again involved in pre-conference activities. The students became more proficient at selecting portfolio work, reflecting on their progress, and practicing with their peers. Winter conferences were conducted the first week in February following the same format as the fall conference.

Classroom C

In September the researcher in Classroom C began the intervention plan. Authentic journals were shared with the students. Some journals shared included The Diary of Anne Frank and the diary of Laura Ingalls Wilder. The researcher also shared his personal reflective journal, examples of both fictional and non-fictional journals with the students. The qualities of journal writing were discussed at this time with the students. The students were able to read the samples

during silent reading time. The students also created a classroom journal entry. Following a the classroom activity, the students and teacher developed a journal entry on chart paper. The journal entry addressed the following issues: summary of classroom activity, description of what was done well, a description of what could have been done better and suggestions for changes the next time the activity is completed.

After discussing the journal samples, the students began keeping their own reflective journals. Journal entries were made after cooperative group activities. The students followed the same format as the classroom-completed journal. The journals were collected and read by the researcher, but not assessed.

Students were also introduced to portfolios. The portfolios were kept in plastic tubs within the classroom. Each cooperative group had its own portfolio tub. The portfolios were made from three two-pocket folders bound together like books. The pockets were labeled by academic subject areas. The subject areas included language and literacy, mathematical thinking, scientific thinking, social studies, and art. Each student created a cover for his or her portfolio. The covers were labeled and displayed a visual representation of the unique qualities of each learner. The covers were than attached to the individual portfolios.

The students in Classroom C developed a portfolio selection rubric.(Appendix G) The students and researcher first developed a list of characteristics for high quality work. After jointly compiling the list, the student and researcher the characteristics were discussed as a class and narrowed the list to eight final items. The items in the rubric included the following:

- My work has my name on it.
- My work has the date on it.
- My work is neat and easy to read.
- My work is of high quality.

- My work has capital letters in the right places.
- My work has punctuation marks in the right places.
- My spelling words are spelled correctly.
- My work is finished.

The portfolio selection rubric was completed for every assignment turned in. The students checked off each item after they had proofread their work. Then a peer checked the work and signed their name to the assignment. After both students had checked over the work, it was turned in. The teacher then assessed the work. If the teacher signed off on all items, the work was collected for portfolio consideration. If the teacher did not sign off on a particular item, the work was returned to the student for corrections and/or editing.

In October the students in Classroom C were introduced to "Filing Friday." Every Friday the students would review all work samples collected and determine which pieces would be placed into the portfolio and which samples would be taken home. All work selected for the portfolio was reflected upon. The work sample reflection (Appendix H) asked the student to consider three components of the work. The three areas were: the title of work, the reason for selecting the work, and the improvements that would be made if the assignment were given again. This work was then filed into the portfolio to later be considered for student-involved conferences. At this time the work samples were also considered for permanent placement in the portfolio. If a work sample was selected for permanent placement, a colored sticker was placed in the upper right hand corner of the work. Any work samples designated with a colored sticker were then kept in the portfolio for the remainder of the year.

At the end of October, the students began selecting work samples to share at their student-involved conference. All work samples were reviewed and either selected for the student-involved conference, permanently placed in the portfolio, or taken home. All students then

completed a working script to use during conferences. The script introduced the work samples and also detailed the reasons the student decided to include the sample at the conference. The students were also able to select journal entries at this time. These journal entries were included in the script. All of this work was kept in a folder so that it would be organized and easy to find.

After completing the script the students began peer practicing. One student would present his or her conference while the second student would act as the parent. When the practice conference was completed the students would switch roles and repeat the process. At this time other teachers, parent volunteers, student teachers, and educational assistants were also recruited to help the students practice.

The first week of November brought our first round of student-involved conferences. During this week the students from Classroom C peer practiced with the students from Classrooms A and B. Final revisions, if needed, were made to the scripts and many students worked on memorizing the content for their conference. At this time notes were also sent home to parents to ask them to sign up for a specific time block and to indicate whether they would be attending the conference or if a VIP would attend. VIPs could include older brothers or sisters, grandparents, other relatives or a friend of the family. The researcher divided the available time blocks into 20-minute conference times with 2-4 students scheduled for each 20-minute period.

During the conference the students began by sharing the selected work. Parents were given a list of questions to ask their child during the conference (Appendix S). The questions were designed to generate a meaningful conversation between the parent and the child. The questions also required students to reflect on the selected works and their growth as learners. After the student completed the conference, the researcher sat and had a brief conversation with the parent and the child. During this conversation the researcher shared the narrative report for the child, the academic goals for the child, and the strengths and weaknesses of the child's

academic progress. Parents were allowed to ask questions and were also given the opportunity to schedule a private conference with the teacher if desired. At the completion of the conference, the parents were asked to sign a guest book sharing their thoughts and views on student-involved conferences. The conferences were held over a two-day period. The children and parents attended the conference during their scheduled time block on the days of November 6 from 8:00 a.m.- 8:00 p.m. and November 7 from 8:00 a.m.- 12:00 p.m.

The week following the conferences the students organized the work in their conference folders. Work that was previously selected for permanent placement was returned to the portfolios. The other work samples were carefully reviewed for a second time. At this time, work samples could be selected for permanent placement into the portfolio. This allowed the students time to reconsider work and to reflect on comments made at their conference. Any work samples that would be placed into the portfolio were given a colored dot. All other work was sent home with the students. All journals were kept in the classroom for continued use throughout the school year.

The students completed a P.M.I. in their reflective journal. The P.M.I. showed the student's attitude toward the student-involved conference. The P.M.I. and parent guest book were used by the researcher to make any modifications needed during the second and third conference periods.

During the months of December and January, several student-generated rubrics were created. These rubrics were designed to accompany cooperative group activities. The students evaluated themselves and the researcher also completed the rubrics. Then, all rubrics were considered by the students for placement in the portfolios.

At the end of January the conferencing process started again. The students followed the same outline as they did in November. The second time the students were more confident and comfortable with the conferencing processes.

Presentation and Analysis of Results

In order to increase student ownership and responsibility through the collaborative assessment process, students in Classrooms A, B, and C completed a student survey, developed student journals, participated in creating and selecting portfolio work samples, generated work sample rubrics, used peer conferencing to practice for student-involved conferences and participated in student-involved conferences.

Due to the overwhelmingly positive response from the pre-project surveys, the data collected in the Post-Project Surveys can best be presented in narrative form. The Pre-Project surveys indicated strong support for the planned interventions. Both students and parents continued to support the action plan throughout the intervention period. The results from the Post-Project Surveys did not indicate a significant change in attitudes of both parents and students.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Statement 1	49	9	5	1
Statement 2	45	11	5	2
Statement 3	45	11	3	5
Statement 4	38	16	5	5
Statement 5	56	4	3	1
Statement 6	30	26	6	2
Statement 7	54	4	5	1
Statement 8	47	12	3	2

The data collected from the Post-parent Survey showed strong support of the following statements:

- My child will better understand his or her strengths and weaknesses by talking about their work.
- My child will better understand his or her weaknesses by talking about his or her work.
- Children should be responsible for their own work.
- Children should communicate to others about their learning.
- Children should set goals for themselves.
- My child should keep examples of work-- good and bad.
- I enjoyed school.

Parents were asked to compare the level of involvement of student, parent, and teacher in the areas of responsibility of learning and assessment of growth. The vast majority of parents indicated that parents and teachers were equally responsible for the child's learning and the assessment of that child's growth. A few parents indicated a reluctance to place full responsibility upon the child.

While the results were positive, some factors may have influenced the responses. The surveys were worded to elicit teacher expected responses. The survey statements were leading and required no original thought on the part of the persons surveyed; they were predictable responses aimed at pleasing the teachers.

The parents at the targeted elementary school are accustomed to non-traditional educational approaches. Through the course of the last few years, the targeted elementary school has provided experiences in the following: multiage education, team taught classrooms, Work Sampling System (Dichtelmiller, Jablon, Dorfman, Marsden, Meisels 1994), student-involved

conferencing, student/teacher reflection, whole language instruction, technology instruction integrated into the curriculum, and site-based decision making. The focus of the seventeen-week intervention plan complemented the pre-existing learning environments.

At the conclusion of the conferences, the parents were given the opportunity to comment on the student-involved assessment process. The following are quotes from the parents in Classrooms A, B, and C:

- I think it is very helpful to hear what both my child and the teacher had to say in reference to my child's progress. This is a great way to make the student responsible for the work they do (sic).
- I think student-involved conferences are a good idea. They make the student more responsible for their work and actions (sic).
- Thank you for the special time to explain my child's accomplishments and the goals he needs to achieve. The conferences are great for parents!
- This is our first student-led conference. It's wonderful! A great experience for our child to present. The follow up with the teacher was helpful for us to fully understand the procedures and processes. The conferences held in this manner are more relaxing for parent, student and teacher. This provides more of a team setting within the classroom. We all want to help our children succeed.

Data from the post-student survey indicates an overall positive attitude in Classrooms A, B, and C toward the collaborative assessment process. When asked if they like school, 91% responded positively. Eighty eight percent of the students surveyed knew their learning strengths and weaknesses. When asked if they shared their work with their parents, 84% responded in a positive manner. Ninety-four percent of the students would like to invite their parents to school to share what they have learned. When they were asked if they do their best work most of the

time, 88% responded favorably. Ninety-one percent responded that they would like to save their work. Ninety-two percent of the children stated that they would like to help decide what they learn in class during the school year.

Researchers of Classrooms A, B, and C each conducted three 30-minute observations. The observations targeted the frequency of the following off task behaviors: verbal behaviors, non-verbal behaviors and noncompliance with completion of classroom tasks. A marked decrease in off task behavior was noted in all three classrooms. These results indicate a growth in the students' level of independent learning within the classroom and an acceptance of responsibility as a learner.

Conclusions and Recommendations

Based on the presentation and analysis of the data on increasing student ownership and responsibility through the collaborative process, the students of the targeted classrooms showed an increase in their knowledge of assessment terminology and demonstrated a willingness to actively participate in the assessment process. The students were able to internalize and transfer the concepts of reflection and quality work. As the intervention period progressed, the students' accuracy in self-reflection increased. The students were able to identify problem areas and set individual goals for improvement. All students were able to describe what quality work should look like. However, the researchers noted that the levels of quality varied among students, since individual students were at different levels of development.

Consistency was a concern for the researchers in Classrooms A and B. The methods of the intervention process varied slightly between the two researchers. The two researchers team-teach with a third teacher not involved in the action research project. The third teacher did not consistently use the reflective processes and procedures as described in the seventeen-week intervention plan.

Researchers would recommend changes in the pre and post parent and student surveys. The survey statements were leading and were worded to elicit positive responses. Both parents and students were eager to please the teacher and tended to respond in a positive manner. Perhaps, more accurate results could have been obtained through an interview process.

The researchers truly believe that to see an increase in student ownership and responsibility through the collaborative assessment process, a groundwork needs to be laid as early as kindergarten and continued throughout the student's schooling. The collaborative assessment philosophy must be embraced school-wide. If it is not, the students are merely exposed to collaborative assessment intermittently, and, therefore, do not connect the assessment techniques to life-long learning.

Collaborative assessment places more responsibility on the learner. Ownership in the learning environment is directly related to student's positive self-image. The ability to self-assess and monitor one's own learning is the most important skill that students acquire in school. The students were receptive to the added responsibility involved in the collaborative process. Part of the collaborative process was peer coaching. The time allowed for peer coaching was well worthwhile, contributing to the success of the student-involved conference.

This project created a strong atmosphere of community among the targeted classrooms. Through peer coaching, the students in Classrooms A and B were exposed to the assessment techniques that will be continued the following year in Classroom C. The students' development and maturity in the assessment process will be refined each year if they continue to be involved in assessing their growth as a learner. A school-wide adoption of the collaborative assessment process will heighten the school's sense of community.

The benefits of this action research project cannot be fully understood by the data presented in our pre and post surveys. Through observations and participation, the researchers

noted an overall positive change in the attitude and knowledge of the students' ability to self-assess and willingly participate in the assessment process. Students are aware that goal setting and self-assessing are life-long commitments. Through modeling and sharing reflective journals, the researchers demonstrated the continued need to reflect and assess into adulthood. Collaborative assessment can only be fully implemented when it is an integral part of the daily curriculum.

These statements presented by Roger Farr during a speech at the 1995 International Reading Association Convention in Anaheim, California represent the researchers hope for the future of student assessment:

- I have a dream that assessment will be accepted as a means to help teachers plan instruction rather than a contrivance to force teachers to jump through hoops;
- I have a dream that assessment will be based on trust in a teacher's judgment as much as numbers on a page are trusted;
- I have a dream that assessment will become a helpful means to guide children to identify their own literacy strengths rather than a means to conveniently label them;
- I have a dream that assessment will support each child in becoming the best he or she can be rather than merely sort children into groups of the best and the worst;
- I have a dream that assessment will emphasize what children can do rather than simply what they know;
- I have a dream that assessment will be put to use honoring what children can do rather than destroying them for what they can't do.

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Appendices

Appendix A
Pre and Post Parent Survey

Parent Survey:

1. My child will better understand their strengths by talking about their work.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

2. My child will better understand their weaknesses by talking about their work.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

Children should be responsible for their own work.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

4. Children should communicate to others about their learning.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

5. Children should set goals for themselves.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

6. My child should keep examples of their school work—good and bad.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

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Pre and Post Parent Survey
(Continued)

7. I enjoyed school.

1	2	3	4	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

8 Who is responsible for your child's learning?

	1	2	3	4	5
Student	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Parent	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Teacher	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

9 Who is responsible for assessing your child's growth as a learner?

	1	2	3	4	5
Student	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Parent	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Teacher	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

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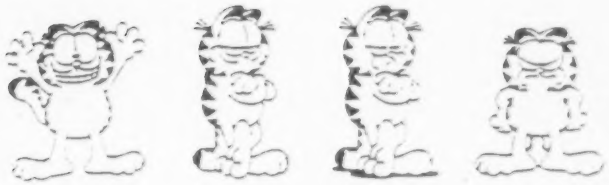
Appendix B
Pre and Post Student Survey

Student Survey

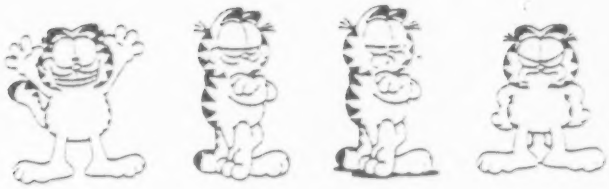
1. I like school.

2. I know what I am good at.

3. I know what I need to work on.



4. I tell my parents about what I did at school.



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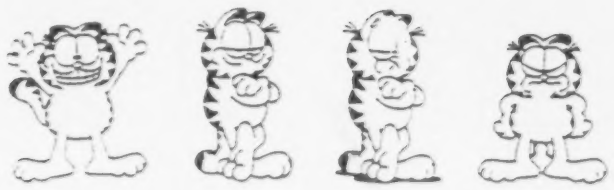
5. I would like to invite my parents to school to share what I have learned.

Pre and Post Student Survey
(Continued)

6. I do my best work most of the time



7. I would like to save some of my work

8. I want to help decide what we learn in _____ class this year

9. Whose job is it to make sure you are learning?

_____ student

_____ parent

_____ teacher

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10. Whose job is it to grade your work?

_____ student

_____ parent

_____ teacher

Appendix C
Teacher Observation Checklist

Observation of Classroom Behaviors

Observation of Classroom Behaviors

Verbal	How do I do this? Is this right? Am I done? I don't know.	
Non-Verbal	Shrugging shoulders Off task behaviors -tally mark after each unsuccessful teacher intervention	
No Response	No response No initiative on task	

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Appendix D
Student Opinion Tally

Questionnaire for Portfolios

Use tally system

1. Do you share your work with your family?
2. Do you have a place to save your work at home?
3. Do we need to create a place at school to save our work?
4. Would you like to share your work with others?

Questionnaire for Student Involved Conferencing

Use tally system

1. Have you ever sat in on a conference with your parents and teachers?
2. Is it my teacher's job to tell my parents how I am doing in school?
3. Is it my teacher's job to tell me what I am good at doing?
4. Is it my teacher's job to tell me what I need to work on improving?

Appendix E
Handwriting Rubric

Name: _____ Date: _____

Rubric For _____

	☺	😐	☹
I like to write.			
I use capitals and periods.			
I can read what I write.			
I make up spellings when I don't know the words.			

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Appendix F
Cooperative Group Self-Evaluation

Group Self-evaluation

Did we take turns talking quietly?

Did we listen to one another?

Did we help each other?

Did we praise each other?

Did we stay together until the job was done?

How can we work better as a group?

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Appendix G
Rubric for Portfolio Work

Name: _____ Date: _____

Rubric For Portfolio Work

	ME	PEER	TEACHER
My work has capital letters in the right places.			
My work has letters and numbers made correctly.			
My work has my name and date on it.			
My work is neat and shows high quality.			
Words from my dictionary are spelled correctly.			
My work has punctuation marks in the right places.			
My work is finished.			

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Appendix H
Reflections on Work Samples

Name _____
Date _____

Reflections on Work Samples

The following are my explanations for why I chose to include this work in my portfolio.

1. Title of the work _____.

2. I chose this work because _____

_____

_____.

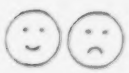
3. One thing I would do differently next time is _____

_____

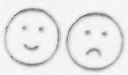
_____.

Appendix I
Weekly Reflection

Name_____ Date_____
Reflection



1. I worked cooperatively in my group.



2. I did my best work.

3. I told my parents what I did well this week and what I need to improve.

4. I used my best listening skills with my teachers and my friends.

5. I remembered to praise someone for a job well done.

6. I used good manners in the lunch room and on the playground.

Appendix J
Weekly Center Reflection

Name _____ Portfolio conference report (Pre-)

Let's Talk About It!

_____
date

What activity are you working on now? _____

_____

Circle your answers.

My work is	finished.	not finished.	
This work is	my best.	okay.	not my best.
This work is	easy.	just right.	difficult.

Complete the sentences.

Next, I plan to _____

_____

_____

My teacher says _____

_____

_____

_____ _____
student signature teacher signature

Place this report in your portfolio.

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Appendix K
Math Reflection

Name_____ Date_____

1. I like math.

2. I like to try new ways to do things.

3. I am willing to work a long time on a problem.

4. I like to try hard problems.

5. I am getting better in math.

6. I can tell at least one way math is used in real life.

7. I think _____ is fun.

8. I ask for help when I need it.

9. I worked hard on _____.

10. I like math but sometimes I find it hard.

This is what I learned:

_____

_____

_____

_____

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Appendix L
Rubric

Name_____

Tom Sawyer Final Project

	3	2	1
Content	Characters, setting, and theme of story are represented.	Two out of the three are represented in the project.	Only one (or 0) of the three items are represented in the project.
Project	Project is neat and easy to understand. The main idea of the story is easily understood from the project.	Project is neat and easy to understand, but the main idea of the story is missing. This project requires some explanation.	Project is not neat or easy to understand. The main idea of the story is not represented in the project. The project requires a lot of explanation.
Presentation	Project is presented in a clear manner. Presenter understands the project.	Project is presented in a clear manner. Presenter does not seem to understand his/her project.	Project is presented in an unclear manner. The presenter does not understand his/her project.
Overall Quality	Time and effort is evident in the project. Overall quality is excellent.	Average amount of time and effort is evident. Overall quality is fair. Project did not challenge student.	Little amount of time and effort is evident. Overall quality is poor. Project did not challenge student.

One thing I learned from doing this project is:

Appendix M
Rubric

	3	2	1
Quality of Work	My work is of high quality. This project shows my best work. I challenged myself with this project.	My work is average quality. I could have done better on somethings. I sort of challenged myself.	My work is poor quality. I could have done a lot better on this project. I did not challenge myself.
Independent Work	I complete this project entirely by myself.	I had some help on this project.	I had a lot of help on this project.
Explanation	My project clearly explains the main idea of my story.	My project tells about my book but does not explain the main idea.	My project does not tell about my story.
Oral Reporting	I spoke clearly and was heard easily.	I spoke clearly some of the times and could be heard easily.	I did not speak clearly and my audience could not hear me.

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Appendix N
Rubric

	3	2	1
Neat and easy to read	Neat and easy to read	Kind of neat	Sloppy
Details	Uses details	Some details	No details
Original way to graph	Original way to graph	Easy way	Easiest way
Correct spelling	All words correct	2-3 words misspelled	More than 3 words misspelled
Speak clearly	Spoke clearly	Sort of clear	Can't hear

The best thing about our graph is…

Something we should have done differently is…

One of the things I contributed is…

Next time we could graph…

Appendix O
Cooperative Group Rubric

	3	2	1
Checker	Checks work Everyone agrees	Checks work	Everyone agrees
Quiet Captain	6" voices	12" voices	18" voices
Coach	Encourages everyone	Encourages friends	None
Recorder	Quality work Work is correct	Quality work	Work is correct
Reader	Reads to group Speaks clearly	Reads quietly	Can't be heard
Time Keeper	Finishes on time Picks up on time	Finishes on time	Still working

Our group did really well on…

Next time my group should…

I did really well on…

Next time I will…

Appendix P
Weekly Reflection Log

Camp Jefferson Weekly Reflection Log

1 = Needs more time, practice and support
2 = Demonstrating appropriate performance
3 = Performing at an advanced level

Student	Teacher		Student	Teacher	
		Behavior			Participation
		Center Work			Homework

What I did well was _____

because _____

_____

What I could have done better was _____

because _____

_____

I really enjoyed _____

_____

My goal for next week is _____

_____

Student signature _____ **Date** _____

Parent signature _____ **Date** _____

Please return this form with your signature on Monday. Add any comments to the reverse side. Comments ____**Yes** ____**No**

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Appendix Q
Daily Work Reflection

Name _____

☺☹ Are my numbers touching lines?

☺☹ Did I work until the job was done?

☺☹ Did I do my best?

☺☹ Did I work slowly?

☺☹ Is my name on my paper?

Appendix R
Daily Work Reflection

Have the student look through the portfolio and comment on the presentation of finished pieces.

Then have him or her focus specifically on handwriting, using this checklist as a reference for self-assessment.

Notes:

My Handwriting Checklist

Printing	YES	NOT YET
I leave the same amount of space between letters.	❐	❐
I leave the same amount of space between words.	❐	❐
All my letters face the right way.	❐	❐
I close round letters completely.	❐	❐
I make my letters even sizes.	❐	❐
My letters sit on the line evenly.	❐	❐

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Appendix S
Conference Questions for Parents

Suggested Questions for Parents to Ask During Student-Led Conferences

- What is your favorite piece of work? Why?
- What activities or subjects do you like the best?
- What activities or subjects are hard for you?
- What are the main things you hope to accomplish this year?
- What are some things you cannot do now but hope to achieve soon?
- What experiences at school do you find the most satisfying?
- What experiences frustrate you the most?
- What are the most important things you're learning this year?

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